

important focal point for developing staff within and beyond the Fellowship (Wenger, E. *et al.*, 2002). I wish to emphasise that I 'co-ordinate' rather than 'manage'.

This has increased engagement across the university in dialogue around Teaching and Learning, and has placed renewed emphasis on the developmental, supportive and transparent process, pivotal in encouraging staff to articulate and reflect deeply on their professional activity – now realised in three aspects (Hogan, 2000) and represented in Figure 1:

- All Fellows contribute to the CLT Staff Development Series by disseminating aspects of their work aligned to University T&L Priorities. Colleagues are able to take away practical ideas to share with staff and apply to their own teaching
- All Fellows act as Internal Reviewers and Mentors for the EHU CPD Scheme (UKPSF) for recognition of HEA Fellowships
- All Fellows act as Personal and Academic Tutors (PATs) for the Post-Graduate Certificate in Teaching in Higher Education (PGCTHE).

This means that Fellows are instrumental in supporting three distinct yet interconnected University mechanisms for maintaining quality T&L. But:

- 1) How is this evidenced?
- 2) How has this influenced collaboration and teamwork?
- 3) How can we show impact? (HEA, 2016)

I recently presented this concept map at the SEDA Annual Conference (2017) and posed the three questions in

order to further increase scrutiny and discussion of whether the Fellowship is indeed a 'team' or just a collection of individuals pursuing their own agenda. It will be useful, therefore, to reflect on and discuss how our collaborative infrastructure has influenced both the quality T&L and collaboration/teamwork across the university. After all, the overarching priority for the Fellowship is to support colleagues who in turn influence students' development of their intellectual, practical and creative potential. So an overview of the strategic aims of the Fellowship will be beneficial.

The Fellowship is designed to:

- Enhance learning of students by the dissemination of good practice across the university
- Recognise and support excellence in teaching for learning and learning support activity
- Strengthen the implementation of the University Teaching and Learning Strategy.

Thus it provides an opportunity to achieve personal and professional development and to share good practice and, ideally, to contribute within a vibrant community to sharing practical examples that work. This includes contribution to the future direction of T&L strategies and to the expanding base of the scholarship of T&L at the university. It is expected that Fellows demonstrate ongoing commitment to T&L development within the context of university priorities. This is coupled with taking responsibility related to teaching and learning leadership within their subject, faculty, or service area and at university level.

In terms of articulating any answers to the three questions above, it might be best to start with those related to evidence and impact.

The positive impact of a University Fellowship on Teaching and Learning

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Introduction

For over a decade, Edge Hill University (EHU) has operated an Institutional Teaching and Learning Fellowship which, since 2012, I have formally co-ordinated. Initially an opportunity to research and showcase best practice based on an individual's research, it has evolved into something much more intricate and complex. It has been notoriously difficult to articulate what I do in terms of co-ordinating the Fellowship and particularly hard to say what the Fellows actually do. Once the conversation with colleagues starts, it soon ends with glazed looks and a breakdown of language from meaningful dialogue to reactions such as 'oh', 'gosh' and 'really'? In order

to identify what I do, how I do it and why, I have looked to some historical theories on human motivation, diagrammatically devised a conceptual overview (see Figure 1) and arrived at interesting conclusions, recommendations and next steps.

The Fellowship

The Institutional Teaching and Learning Fellowship is, in effect, a team of 52 colleagues who work in various roles in academic and service areas and who promote and champion teaching and learning (T&L). I co-ordinate this Fellowship actively bringing the team together throughout each academic year to regularly share experiences – an

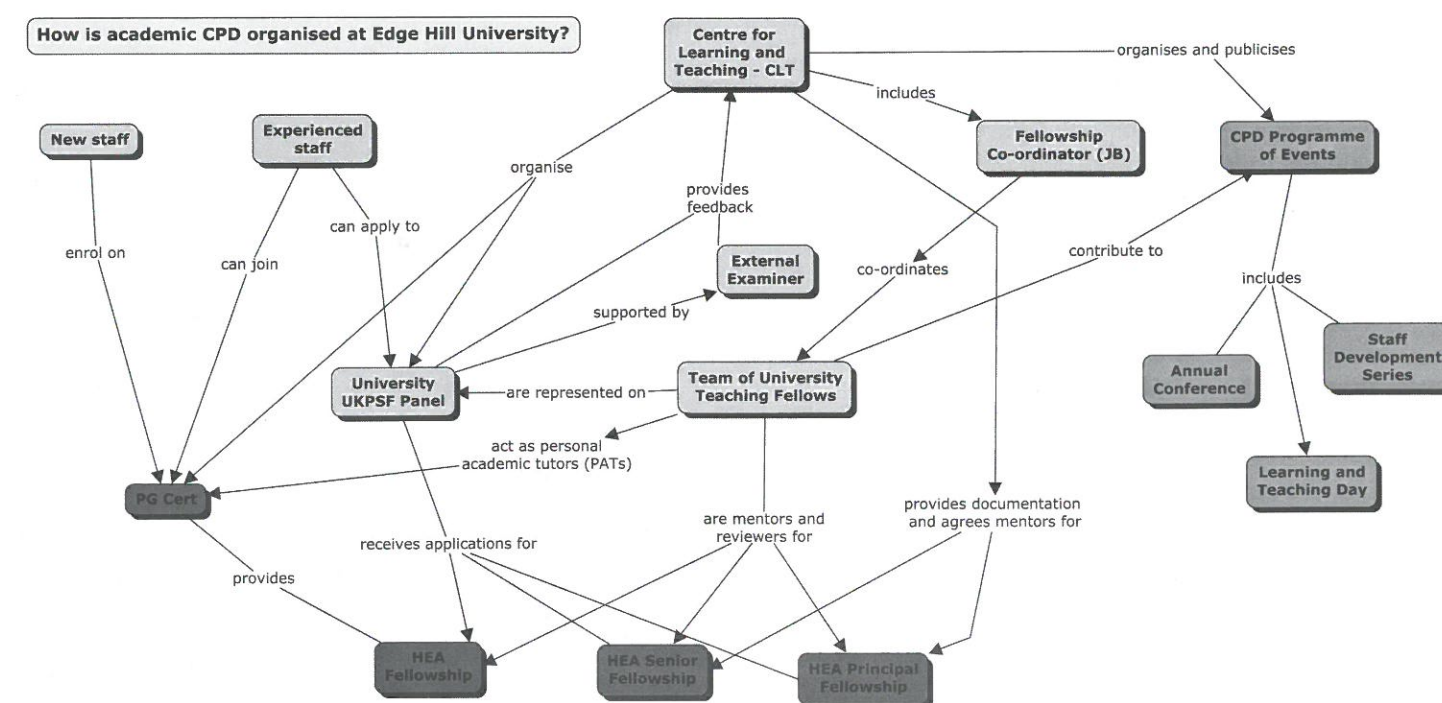


Figure 1 Concept map

What would be happening *without* the Fellowship?:

- No CLT/SOLSTICE conference: EHU holds an Annual International CLT/SOLSTICE Conference at which all the Fellows either present their work or chair. They are also awarded a certificate of recognition
- No CPD Staff Development Series: All 52 Fellows contribute to the CLT Staff Development Series by disseminating aspects of their work to other colleagues. This work is aligned to Institutional Teaching and Learning Priorities. Through this dissemination, colleagues are able to take away practical ideas around Teaching, Learning and Assessment to share with staff in their areas and to apply to their own teaching
- No Internal Reviewing (UKPSF): The Fellows act as Internal Reviewers and Mentors for the EHU CPD Scheme (UKPSF) for recognition of HEA Fellowships, and in many instances as Personal and Academic Tutors (PATs) who mentor and assess staff on the PGCTHE.

So clearly there is evidence of presence and impact, but how has the Fellowship influenced collaboration and teamwork? Why do they do it? Are there any motivational factors? It is important to stress that, although there is a rigorous procedure to decide on appointing Fellows, they are given neither time nor remuneration for their contributions. Described as institutional and cultural glue, it is a Fellowship that operates on goodwill, collegiality and passion – all traits that are intrinsic rather than extrinsic. Motivation is, therefore, very important.

Motivation within the Fellowship

The requirement for effective teamwork and collaboration cannot be underestimated. If we assume that the most influential factors in motivating or demotivating staff are leadership and management, then motivation itself should be theorised and critically analysed. Indeed without acknowledging the theoretical basis, appropriate conclusions and effective strategies could not be drawn. Numerous theoretical models are available and there is no single answer to how one successfully motivates others, but collectively they may provide a framework to understand motivation and its relevance in teamwork and indeed the Fellowship:

‘Of all the resources at the disposal of an organisation, it is only people who can grow and develop and be motivated to achieve certain desired ends.’
(Crawford et al., 1997, p. 88)

Motivation and its synonyms – incentive, determination, enthusiasm – go some way to help explain the existence of certain theoretical models to encourage effective participation and productivity at work. The quote above also infers a link between motivation in individuals and teams and the need to effectively and positively nurture and support it. Historically, there are many theories, four of which help define motivation, namely Maslow’s Hierarchy of Needs, Herzberg’s Two Factor Theory, Vroom’s Expectancy Theory and Adams’ Equity Theory. A brief review of each will suffice

in order to also highlight experiences of co-ordinating the Fellowship.

Maslow’s Hierarchy of Needs

Generally represented as a pyramidal structure to demonstrate how needs in the base of the structure must be met before moving up in a staged progression through basic physical needs to self-actualisation (Bostock and Wood, 2012). Maslow theorised that a person could not recognise or pursue the next higher need in the hierarchy until the currently recognised need was satisfied. This makes the assumption that people/staff actually do know what they need and that they have already a great deal of self-awareness. Therefore individuals may be unsure of the goals they wish to pursue and can be very unsure of the goals of the organisation. Strategies based on the need of the organisation and not the individual must be harmonised.

Herzberg’s Two Factor Theory

Basically Herzberg categorised two factors of motivation: intrinsic factors such as achievement and recognition and extrinsic, hygiene factors such as pay, conditions and status (Miner, 2005). In other words intrinsic motivators relate to the content or nature of the work and extrinsic ones to the context or environment. Hygiene factors may prevent demotivation but they do not motivate by themselves. The assumption is, therefore, that motivation is driven by work content and not the context, the latter being important but of not much consequence without the former. Yet I would argue that in terms of the Fellowship, the context and the environment are as conducive to positive motivation and co-ordination as the work itself. So what motivates or satisfies people at work is not the opposite of what demotivates or dissatisfies them. These are the distinct and separate factors or motivators proposed by Herzberg.

Vroom’s Expectancy Theory

This theory is based on the assertion that effort will lead to good performance and then to rewards which may be positive or negative (Vroom, 1964). So motivation requires positive rewards. In essence the idea is that people are influenced by the ‘expected’ results of their actions but if the outcome is negative then motivation is low, but if positive then high. This theory acknowledges the importance of individual differences.

Adams’ Equity Theory

Finally Adams’ theory is concerned primarily with the individual’s need for equity, thus where there is inequity, perceived or real, then motivation can be negatively affected. This could mean putting less effort into work when it is perceived that others may be better off *i.e.* financially or contractually.

A synthesis?

The value of motivation should be of great importance to all those who manage people in organisations. There is no one single model or theory but an integrative model, which perhaps draws on the finer points of each, could help in providing a broad-based framework to apply to a given organisational context, in this instance the Fellowship:

- Maslow – Belonging and esteem are important
- Herzberg – Environment is important
- Vroom – Increased peer support, good conditions and sufficient resources are important
- Adams – Perceived differences in the treatment, status and reward of individuals are important.

There are of course downsides to the theories. For example, Maslow’s hierarchy can be applied in its fullest sense to society in general, but when distinctly applied to individuals, the notions of self-actualisation, values and altruism are largely undefined or even ignored. Yet with Vroom’s expectancy theory individuals are influenced by what they expect the impact of their actions to be, in turn emphasising the importance of environmental conditions for positive outcomes. Adams’ theory asserts that motivation is influenced by the extent to which individuals feel they are being treated in comparison with others. Therefore in my co-ordination of the Fellowship, I have given considerable weighting to the physical and environmental factors. I believe I have created a continuous and interactive motivational model of coordination, where Fellows feel they are doing something worthwhile in the interests of staff, students and the university mission in general. They are personally respected for what they do, they take decisions and are recognised and valued.

So, it can be seen that the general principles and theories on motivation are, on certain levels and in certain aspects, interrelated. In terms of teamwork I have implemented an integrative model of co-ordination which encompasses an organisation with clear, effective goals (Vroom), combined with a positively perceived, supportive, collegial network/environment, and which gives impetus to Fellows to work toward and experience successful outcomes. Collegial affiliation and approval are strong motivators in positive, constructive environments where Fellows can compare and share abilities, opinions, ideas and resources (Adams’ Equity Theory). Expectations and feedback from me are timely

expressed in order to meet individuals’ needs and aspirations (Maslow), which, in turn, convey a sense of recognition and achievement (Herzberg).

Recommendations and next steps

There are two main recommendations I would like to take forward from my nearly six years of co-ordinating the Fellowship. First, I think there is great scope in obtaining professional narratives from the Fellows in order to compare and contrast experiences, but moreover to identify common themes relating to the impact of their work. For example, what it is that makes for effective teaching in higher education, and for teaching that promotes a positive and inclusive experience for all students. This would ensure an opportunity to critically analyse and thematically evaluate against the definitions/metrics of the TEF. In light of TEF 3, it would provide an opportunity to explore Fellows’ theoretical perspectives and insights drawn from their disciplines to illuminate practice. Notwithstanding the evidence of impact cited in this paper, it would be of great interest to see whether this and the emerging themes from the Fellows’ narratives bear any semblance to those definitions or expectations.

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